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To  
The Instructional Quality Commission  
c/o Thomas Adams, Executive Director  
1430 N Street, Suite 3207 Sacramento, CA 95814

My name is Rucha Kelkar and I'm a senior at Granada High in Los Angeles. I flew from Los Angeles to personally participate for Nov 19<sup>th</sup> hearing. I am requesting you to review this letter since I did not get the chance in just one minute provided to fully convey my request.

Even though my grade school history education is over, I still don't feel like I've learned anything significant about my Hindu culture in class. The most significant reason for this by far was that I plain lost interest in what I was taught about Hinduism at school. Most of the time, what I was learning in the textbook did not match the values my parents taught me. I felt like I was learning two separate versions of the Hindu culture; one that I actually practiced at home, and the other that I had to memorize for history tests. My friends would ask me questions about Hinduism, and I would reply "it's complicated, just copy the book."

Yeah, I said "copy," not "review" because I noticed that sometimes, the book created false impressions.

For example, the 6<sup>th</sup> Grade History textbook gave the impression that Aryans from Europe came to India and built up the Hindu culture and created our languages. While this is just one of the theories out there, it is portrayed as an established fact. I observed that the recent i.e. October 2014 framework draft e. line numbers 810 to 821 continues portrays a colonial viewpoint as if it was a fact.

Many scholars believe that this viewpoint and the Aryan Invasion theory was devised and used by British colonists to claim credit for ancient Hindu advances. It was used to "divide and

rule” the natives of India. Today, there are multiple perspectives on this and I believe that any one position should not be promoted over the other.

Personally, once I realized this lack of clarity in the textbook’s facts, I assumed this for every fact it gave me. The textbook became words to memorize, not history to learn.

I request you to modify lines 812 to 821 of the 6<sup>th</sup> grade October and November 2014 framework draft to reflect that it’s one of the theories, and not the fact. This can enable students to believe in what they learn, instead of constantly wonder if their book is telling them the whole truth.

Thank you all for your consideration.